



Classroom SEBH Coach Series

Session 2

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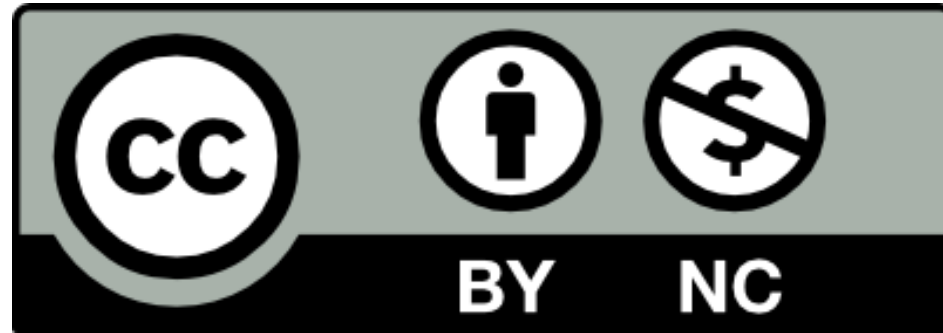


Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Collaborative for Academic, Social, and Emotional Learning (CASEL)
- National Center for Pyramid Model Innovations
(website: challengingbehavior.org)
- Brandi Simonsen, PhD

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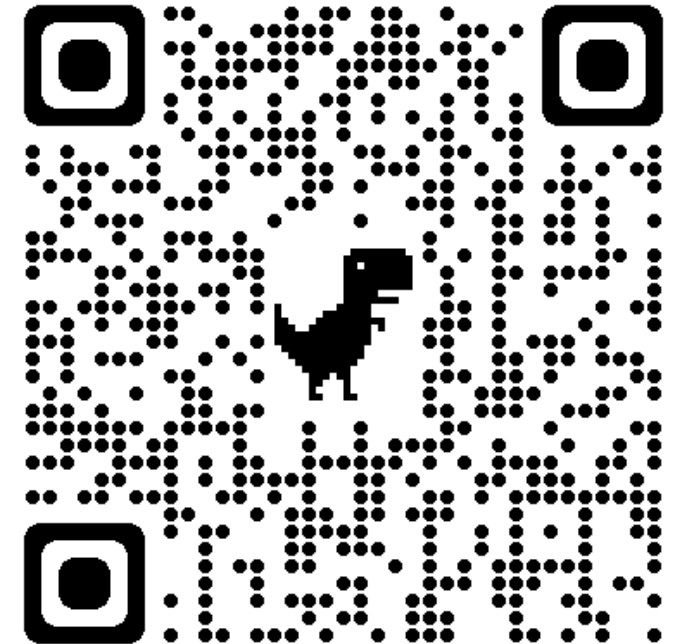
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SCECHs Credits

To apply for SCECHs credits for this session, please complete the application.

Note: Credits can be applied for any amount of time before the session occurs but must be received no later than 7 days of completion of the session.

- Include the session title and date on the application. Multiple sessions in a series can be included on one application.
- Please make sure to include the title and date of each session (e.g., Title Session 1 - 9/12/23, Title Session 2 - 9/18/23, Title Session 3 - 9/26/23).
- Please make sure to include your PIC or ID number



Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose of the Series

The SEBH Classroom Coaching sessions are designed to support individuals who coach classroom teachers. Participants will learn about SEBH coaching as a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for students.

Intended Outcomes

- Explain why shared goals are important and how they are developed
- Use information from a strength and needs assessment to develop goals
- Develop a high quality action plan

Agenda

1.0 Shared Goals

2.0 Components of an Effective Action Plan

3.0 Putting It All Together

4.0 Wrap Up and Next Steps



Review Activity

- Take a moment to think about what we talked about in session 1 related to collaborative coaching partnerships
- Write out a brief description of Collaborative Coaching
- Be ready to share your response

Initiating the Cycle

A **coaching cycle** occurs each time the coach conducts a focused observation of a teacher.



Adapted from the National Center for Quality Teaching and Learning, 2012. Practice-based coaching. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf>

1.0 Shared Goals

Shared Goals and Action Planning



- Using tools and other information to determine strengths and needs
- Setting shared goals
- Developing an action plan

Adapted from the National Center for Quality Teaching and Learning, 2012. Practice-based coaching. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf>



Activity 1.1

Discussion

- Why are shared goals important?
- What has goal development looked like for you in the past? How might this look different?

Shared Goals

- In collaborative coaching, shared goals should be focused on:
 - A practice that **builds the teacher's confidence and competence** to use practices that will support all student's learning (e.g., SEBH Practices)
 - A practice or set of practices that **support student learning**
 - Supporting the teacher's confidence and competence to use practices when **working with families and other professionals**

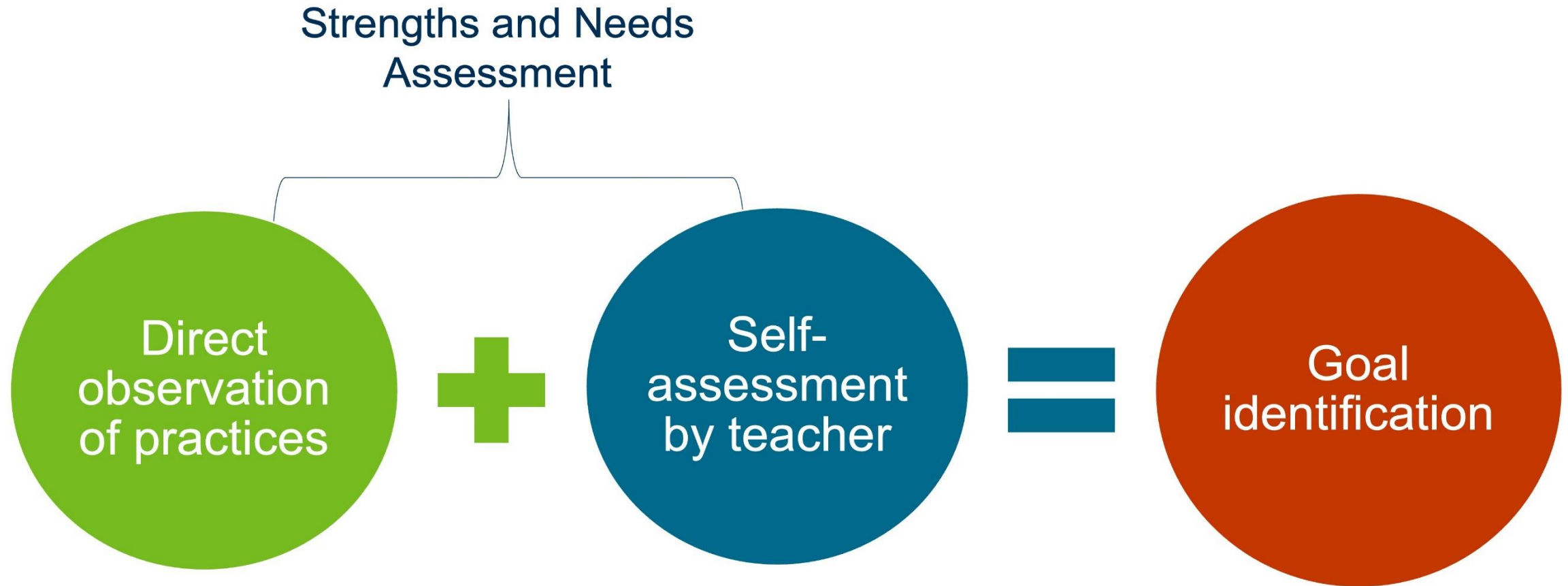
***Shared goals help us identify, clarify, and verify the direction for coaching**

Developing Shared Goals and Action Plan

1. Collect strength and needs assessment information
2. Invite teacher to share priorities
3. Coach provides additional information or needs assessment data & clarifies or verifies teacher's priorities
4. Write a shared goal and action plan



Strengths and Needs Assessment Process



Classroom Management Observation Tool (CMOT)

Provides a direct observation measure and simple checklist to support the fidelity of classroom environment and practices

Classroom Management Observation Tool (CMOT)

Overview. The CMOT includes two components: (a) **observation items**, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a **checklist** of empirically-supported practices to "look for" periodically.

Instructions. Complete observation items routinely to inform decisions about professional development, and complete checklist periodically to check presence/absence of empirically-supported practices.

Educator _____ Observer _____ Date _____
 Grade Level _____ Content Area: _____ Time Start _____ Time End _____
 Instructional Activity: _____ Setting notes: _____
 Group size: ☐ whole class ☐ small group

CMOT Observation Items
Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices <small>Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.</small>	1 = <small>Disagree strongly</small>	2 = <small>Disagree Somewhat</small>	3 = <small>Agree Somewhat</small>	4 = <small>Agree strongly</small>
1. The educator effectively engaged in active supervision of students in the classroom (i.e., moving, scanning, interacting). ^a	1	2	3	4
2. The educator effectively provided most/all students with opportunities to respond and participate during instruction. ^b	1	2	3	4
3. The educator effectively provided specific praise to acknowledge appropriate student academic and social behavior. ^c	1	2	3	4
4. The educator provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3	4

^a Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.
^b Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.
^c Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

CMOT Checklist
Periodically, check for evidence of the following effective classroom management practices.

Check for Evidence of Classroom Structure and Expectations	<input type="checkbox"/> Yes	<input type="checkbox"/> No
1. The educator posted schedule for the day and/or class activity.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. The educator posted 3-5 positively stated behavioral expectations in the classroom.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. The physical arrangement of the room was appropriate for the activity. ^d	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. The educator developed routines for the day and/or class activity. ^e	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. The educator taught and prompted 3-5 positively stated behavioral expectations .	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. The educator selected and implemented additional consequence strategies , if appropriate, to support student behavior. ^f	<input type="checkbox"/> Yes	<input type="checkbox"/> No

^d **Physical arrangement** (seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distraction.
^e Students demonstrate fluency with **routines**, educator provides lesson plans, and/or educator references previously taught routines.
^f Students demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.
^g Effective **prompts** are delivered before a behavior is expected and make it more likely for students to engage in appropriate behavior for the given activity/environment.
^h **Additional consequence strategies** may include classroom systems to acknowledge appropriate behavior or consequences to respond to inappropriate behavior; effective implementation is consistent, systematic, and accompanied by behavior-specific feedback.

Simonsen, B., Freeman, J., Kookien, J., Dooley, K., Gambino, A. J., Kern, L. (2019). Initial validation of the Classroom Management Observation Tool (CMOT). Manuscript under review.

Why Develop Shared Goals?

- Collecting and recording information about strengths and needs is necessary in collaborative coaching
- The goal is to build upon a teacher's strengths and address identified needs
- Both the coach and teacher perspectives are necessary in order to “clarify and verify” strengths and needs from each person in the collaborative partnership

How are Goals Identified?

- Both formal and informal methods will be used to identify priorities
 - School-level discussions
 - Training discussions
 - Support related to individual students/families
 - Needs assessment discussions
- Goals will focus on evidence-based practices, so the strengths and needs assessment provides an opportunity to gather perspective about implementation of this defined set of practices.

What Kinds of Goals are We Talking About?

- A **high leverage practice** or set of practices that make a difference in student's social and emotional skills
- Builds the teacher's confidence and competence to use practices that will support the learning of **all** students
- Supporting the teacher's confidence and competence to use these practices when working with families and other professionals



Goal Setting

- Goal setting refers to a **collaborative process** in which a teacher and coach select and write goals based on identified needs
- Goals should be **specific, observable, and achievable** within a defined time frame (consider 2-3 coaching cycles or months)
- **Goals should clearly state:**
 - What specific practice the teacher will focus on
 - When the teacher will teach the practice
 - How the teacher will teach the practice

High-Quality Goals

The goal should include:

- **Practice:** The observable SEBH practice
- **Measure:** How much or how often the practice will be seen/heard
- **Activity:** When/Where the practice will be implemented

“I will teach students self-regulation strategies to use when they are experiencing strong emotions through direct teaching, using visual supports, prompting in the moment, and providing positive descriptive feedback at least 3 times per day during small group and independent work time.”

Let's Look at Another One!

The goal should include:

- **Practice:** The observable SEBH practice
- **Measure:** How much or how often the practice will be seen/heard
- **Activity:** When/Where the practice will be implemented

"I will increase my opportunities to respond and use a variety of strategies (such as response cards, partner shares, and guided notes) during math lessons to a minimum 10 opportunities per lesson for 10 lessons."



Activity 1.2

- Independently, review the non-examples of goal statements provided below:
 1. I will build positive relationships with students.
 2. I will better engage students in class.
 3. I will offer ways for students to calm down when upset.
- Revise the goal statements to include the practice, measure, and activity
- Be ready to share your responses

Coaching Support: Goal Setting Reflective Questions

- Tell me what that looks like.
- Let's talk about a student you're most concerned about: what is not working for them? Which practice would help you address that?
- Is there something new you would like to try?
- Is there a practice you would like to use more often?
- How might you use the practice more efficiently?
- How might the practice support engagement for all the children?

Remember – the goal is the teacher's goal, not the coach's

2.0 Components of an Effective Action Plan

What is an Action Plan?

An action plan is a “**working**” document that describes:

- **Goal(s)** that will be the immediate focus of coaching
- Planned **actions** or action steps for supporting the teacher to use SEBH practice(s)
- The **supports** or **resources** needed and a timeframe for completion
- Explicit statement about when the goal will be **achieved**



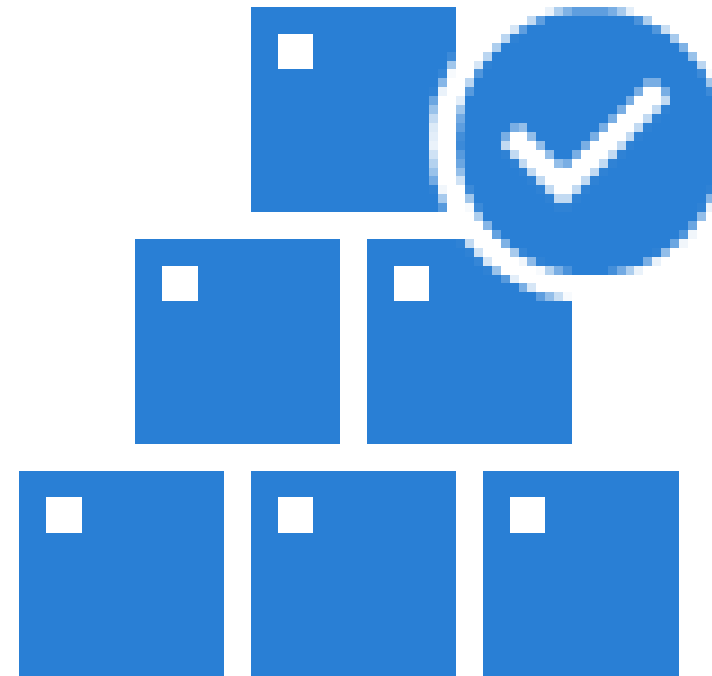


Activity 2.1

- Take a moment to review the example Action Planning Form provided in your materials
- See if you can locate all the following components of an Action Plan on the form:
 - Goal
 - Action steps
 - Supports or resources
 - Timeline
- What else do you notice about this action plan?

Action Plan Steps

- Two or more action steps to break down the goal
- One action step that includes what support the coach will provide
- List materials and resources needed for each action step
- Timeline for each action step



Planning Forms

- Planning and reflecting on current teaching practices prior to writing goals can make the goal writing process easier.
- The Teacher Goal Planning form and the Coach Goal Planning form can be useful tools during the process.

Coaching Resource



Michigan's Multi-Tiered System of Supports Technical Assistance Center
April 2025 – Version 1.0

Action Plan Quality Checklist

Instructions:

1. Evaluate the quality of your Action Plan using the checklist.
2. Read each indicator.
3. Circle "yes" or "no" in the boxes provided.
4. Use the box at the bottom of the document to record notes, as needed.

Action Plan Component	Yes/No
Goal	
• Does the goal include one or more specific actions a coachee will do?	Yes No
• Can the actions be counted or measured?	Yes No
✓ Goal: If you answered no to either indicator above, revise the goal or be sure that your goal includes specific actions you can hear or see and that can be counted.	
• Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice(s)?	Yes No
• Is the goal achievable within the next 2-3 coaching cycles?	Yes No
Action Steps	
• Are there two or more action steps to break down how the goal will be achieved?	Yes No
• Is there at least one action step that includes what support the coach will	Yes No

Action Plan Quality Checklist

3.0 Putting it all Together

Meet Suzy



- 4th grade teacher
- 4 years as 8th grade teacher
- First year as 4th grade teacher and first year receiving coaching
- Feels confident with developing relationships and schedules/routines
- Wants more help responding to interfering behavior

Suzy's Strengths & Needs Assessment Data

- Classroom SEB and Instructional Practices checklist (teacher self-assessment)
- Teacher Goal Planning Form
- CMOT (Classroom Management Observation Tool)
- Coach Goal Planning Form



Activity 3.1

- Locate the **Suzy Activity** packet in your materials
 - Review the strengths and needs assessment information: Classroom SEB and Instructional Practices checklist, Teacher Planning form, CMOT scores, and Coach Goal Planning forms
 - With your small group, decide which **practice** you think Suzy and her coach should target next for coaching
 - Write a goal based on the practice you select
 - Begin filling out the **Action Plan** for your goal, including some action steps and what resources are needed.
 - Be ready to share
-

Troubleshooting

If the teacher (or teaching team) hasn't met their goal in 2-3 cycles, consider:

- Revisit the goal; does it need to be re-written?
- Break down action steps into **smaller, achievable** steps
- Revisit goal statement; is it achievable the way it is written?
- Some practices may take longer than others depending on level of difficulty; how can we work on this/write goals to make it achievable?

When in Doubt, Use Reflection!

- Tell me what that looks like
- Is there something new you would like to try?
- Is there a practice you would like to use more often?
- How might you use the practice more efficiently?
- How might the practice support engagement for all the students?
- How could you ensure that each student in the classroom is benefiting from the practice?



Classroom Coaching is Part of a System!

Decide with your Leadership Team:

- Where will action plan meetings take place to ensure confidentiality?
- What file storage systems are in place to maintain confidentiality?
- What technology will be provided to maintain contact with teachers?
- Are their school-wide priorities that might be factors when developing action plans with teachers?



4.0 Wrap Up and Next Steps

Closing Review

Fill in the following blanks related to Shared Goals and Action Planning:

1. Collect s_____ and n_____ assessment information.
2. Invite t_____ to share priorities.
3. Write a shared goal and a_____ p_____.

What's Next?

- Session 3
 - Focused observation
 - May 14, 2025

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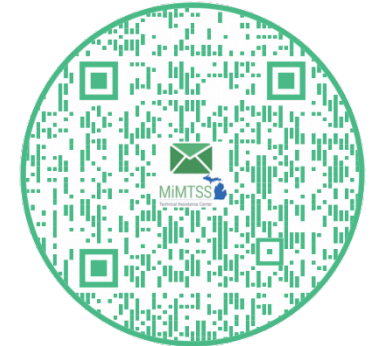
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